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Group Dynamics - Group Counseling

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V6556 Group Dynamics Group Counseling (Spring 2020)

M 3:30PM-6:30PM, NAC 7/119

Instructor: Lisa Babel

Office Hours: W 3:30PM-6:30PM NAC 7/229C

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Course Description: Human beings are social by nature – we grow, live, work and play in groups. Indeed, the importance and centrality of groups in our human experience have made the use of group work (e.g., group counseling and psychotherapy) a powerful and increasingly-popular modality. This course will, therefore, explore groups and small group processes in the context of group work. Specifically, we will review the theory and practice of group work including how to organize, conceptualize and facilitate a group, the fundamentals of group dynamics, key tasks and techniques of group leaders, and the core mechanisms by which groups affect change in the individual. This course will also explore the use of group work in substance abuse treatment that will provide a helpful framework for furthering students' understanding and appreciation of the function, practice, and utility of group work.

CASAC Requirement: In accord with the state-mandated CASAC guidelines, this course and assignments encompass at least: 3hrs of client-counselor relationships; 6hrs of 12-step and mutual aid; 6hrs of diversity & special populations; and 30hrs of group counseling.

Required Materials

- Treatment Improvement Protocol (TIP) Series 41. DHHS Publication No. (SMA) 05-3991. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2005. (Available for free digital download at: https://store.samhsa.gov/search_results?k=substance+abuse+treatment+group+therapy)
- All other reading materials can be found online at no cost to the student (see syllabus for schedule of readings).

Supplemental Materials

- Adams, K. & Galanes, G. (2018). *Communicating in Groups: Applications and Skills*. (10th Ed.) New York: McGraw-Hill Higher Education.
- Gladding, S.T. (2015). *Groups: A Counseling Specialty* (7th Ed.). Upper Saddle River, New Jersey: Pearson Education.

Course Objectives

- Characteristics of different types of groups and settings in which they can be applied.
- Group dynamics regarding process and content, including effective and ineffective group member and leader communication skills within a group.
- Appreciation of multicultural and other diversity issues and their impact on group process.
- Professional, ethical and legal aspects of group work and an ability to apply these principles to specific group topics.
- The role and efficacy of group work in substance abuse treatment.
- Stages of group development, including the appropriate procedures for organizing/beginning, facilitating, and terminating a group.

Course Format

This course will be a combination of lecture, discussion, and group work relevant to the practice of group counseling. Lectures will be based on the assigned readings for the week. Students are expected to have completed all required readings before class (see **SCHEDULE OF CLASSES**, below) and to come prepared to be an active contributor to class discussions.

Blackboard

An electronic version of this syllabus, current grades for attendance/participation and coursework, additional readings, announcements, and other pertinent information will be communicated through links to this course on Blackboard. If you have trouble logging onto Blackboard, or viewing the V5100 link, visit the computer consultants in NAC 1-506.

Technology

Research on note taking has shown evidence that handwritten notes facilitate encoding and engagement in students. While using your own laptops to take notes is not forbidden, using your laptop or tablet to browse the web during lectures is strictly forbidden and will result in a grade reduction. **Cellphone use is absolutely forbidden. Under no circumstance should a cellphone be displayed during class.** If you are expecting a call or text, or if you are dealing with something personal that requires your cellphone, simply step out of the classroom to talk or send a text. This does not require any permission. Any unauthorized use of a cellphone during class time will erase your participation points of that day.

Email

When sending me an email, please include your full name in both the subject heading, and identify yourself in the email. My email is listed on the top of the syllabus. I will try respond to your message within 24 hours.

Class Attendance

Attendance is mandatory. Beginning on Wednesday, September 28th, students will be required to attend all classes during the semester, to arrive on time, and to remain in the classroom for the entire period. Students who fail to attend class when attendance is checked, will be marked "absent". Only students with approved documentation can be given an excused absence. Please give your excused documentation to me within 1 week of your absence. If not by then, it will not be accepted. After 3 excused absences, or 2 unexcused absences, the student's grade will decrease. There are **NO** makeup quizzes, homework assignments, papers, or presentations given to students who are late or absent.

In addition, CUNY Policy allows for a WU grade to be given for excessive absences. If you have 3 or more unexcused absences OR 5 or more total absences, whether excused or unexcused, you will receive a WU grade. (NOTE: If you accrue excessive absences prior to the last day to withdraw, you can withdraw with a W grade instead of a WU (which converts to an F grade). The last day to withdraw with a W grade this semester is **Wednesday, April 1st, 2020**).

Paper Guidelines As important as it is for you to have mastered the concepts presented in class and in the textbook, it is just as important for you to think about those concepts critically and to express your thoughts in written form. All papers, including assignments, should be double-spaced, have labeled sections, as well as be in Times New Roman with 12pt font, and 1 inch

margins. Papers that are late by 1 day will have points taken away from their grade. Papers that are more than 2 days late will not be accepted. All papers and other assignments must be both uploaded to TurnItIn on Black Board before the start of class. In addition, a hard copy of your final paper must also be turned in at **THE START OF CLASS** on the due date. You must not exceed a 15% plagiarism report from TurnItIn on any of your coursework.

Evaluation Criteria

1) Attendance (15 Points): I would like to stress the importance of coming to class every day and on time. Being late to class is disruptive. If you are late to class three times, it will result in 1 absence. You will receive 1 attendance point per class. If you attend every class, you will receive 1 additional bonus point at the end of the semester.

2) Participation (28 Points): While in class, participation is graded, therefore, I encourage questions and discussion from everyone. You can earn up to 2 participation points per class.

3) Warm-Ups (22 Points; 2pts each): There will be a warm-up the first 10 minutes of every class. To ensure that students read the material that day, there will be 2 questions covering the material in that day's class. For every day there are readings, there will be a warm-up.

4) Discussion Leader (15 Points): You are required to sign up to be a discussion leader for one class this semester. You will give your take on that day's reading (no more than 2 minutes). You must send 3 discussion questions to me for approval no later than 48 hours before you are scheduled to lead the discussion, so I can approve the questions and assign one for you to bring up in class. You will then pose 1 open-ended discussion question to the class and lead the class discussion for at least 10 minutes.

5) Journal Article Review (10 Points): Use the PsychInfo, PsychArticles, or PubMed research databases to identify an empirical journal article on the efficacy of group work for substance abuse that has been published within the past 10 years. You will then submit a review containing: (1) A full APA-style citation of the journal article; (2) A brief narrative summary of the article, in your own words, that includes a description of the type of group being assessed, the target population/clinical issue, a description of the group intervention, and the primary study outcome(s); and (3) At least two additional ideas or questions that the article raised for you regarding group work. The paper should be 3-4 **FULL** pages.

6) Reaction Papers (30 Points; 15pts each): You will attend two sessions of an open substance abuse treatment group (e.g., Alcoholics Anonymous) and write a reaction paper following each session. Both papers must cover basic details of the group such as defining the type of group attended, how you were able to identify it as a group of that specific type (i.e., the defining characteristics), the size of the group, and the group's specific purpose/apparent goals. For your first reaction paper you will also provide information on the group dynamics, being sure to include specific examples of observed group processes. The second reaction paper will instead focus on the group leader; specifically, examples of the group leader tasks and techniques that were employed, the apparent efficacy of any techniques and interventions used, and how the leader influenced the group dynamics. Each paper should be 4-5 **FULL** pages.

7) Final Paper/Presentation Outline (10 Points): Propose an idea for a substance abuse group, as well as 3-5 sentences explaining why this is a good idea. In addition, you will provide an outline by breaking your paper down into sections, labeling them, and including bullet points in each section that demonstrate what you will address. Lastly, you will list 5 scholarly sources (in APA or MLA format) that you will be using in the paper. Course material does not count toward the scholarly sources in the outline, but may be used later in the final paper.

8) Final Paper/Presentation of Proposal (70 Points): You will create a proposal in groups of 4-5 students for a substance abuse group. You will need to specify the substance abuse issue and population that your group will serve (e.g., alcohol-abusing teens) and justify the need for such a group using supporting empirical data (e.g., the prevalence of alcohol abuse among US teens). You will then address all the steps required in forming the group, from establishing the group's structure, advertising and screening of group members, and determining the appropriate setting. Your proposal must also address possible ethical concerns related to the specific group you are proposing (e.g., issues in groups with minors), how you as a leader might address and/or minimize such concerns, diversity issues relevant to your specific group, intended group outcomes, and how you will assess the effectiveness of the group/the group leader. You may address other aspects of your proposed group that are not mentioned here. Be creative. The final paper should be 5-6 **FULL** pages. You will then present your proposal to the class, along with a short skit or activity that demonstrates what your study would look like. Presentations should be 15-20 minutes, with an additional 5 minutes for questions.

Grading Scale

There are 200 points you can earn throughout the semester. Your grade will be determined by how many points you earn divided by the total amount of points available for the class.

Depending on the amount of points you earn, your grade will be the following:

A+: 193~ B+: 173-178 C+: 153-158 D+: 133-138 F : ~118

A : 185-192 B : 165-172 C : 145-152 D : 125-132

A-: 179-184 B-: 159-164 C-: 139-144 D-: 119-124

Academic Dishonesty will not be tolerated in this course. Dishonesty includes, but is not limited to, (1) plagiarism: using another's words, ideas, or paraphrases and implying that they are your own; (2) cheating: using hidden notes or examining another person's responses in-order-to answer questions on a quiz; (3) having another person fulfill your assignment (e.g., homework and/or paper).

Accommodations for Students with Disabilities are available. The Office of Student Disability Services (SDS) provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office at 212-650-5913 early in the semester to schedule an appointment. If after meeting with SDS it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. I can work with you to ensure that these accommodations are met.

Additional Services

- The Writing Center: The CCNY Writing Center offers one-on-one assistance for students working on writing assignments and projects. The Center is located in North Academic Center, Amsterdam Ave. Plaza, 3rd floor South. Feel free to stop by, give them a call at 212-650-8104, and/or send them an e-mail at writingcenter@ccny.cuny.edu. For more information, visit their website at: <http://www1.ccny.cuny.edu/prospective/humanities/writingcenter/workshops.cfm>
- The Counseling Center: In line with City College's vision of access to excellence, it is the mission of the Counseling Center to provide high quality counseling services that are accessible to all City College students. The Center is located in the Marshak Science Building, Room J-15. You are welcome to walk in, call the center at (212) 650- 8222 or send them an email at counseling@ccny.cuny.edu. For more information, visit their website at <http://www1.ccny.cuny.edu/current/student/services/counseling/index.cfm>

Date	Topic	In class activity/assignment due
Monday 1/27	- Theory of Group Dynamics - Types of Group Therapy/Substance Abuse Treatment (e.g. 12 Step Program)	- Meet & Greet - Syllabus - Assign Discussion Leaders
Monday 2/3	- Theory of Group Dynamics - Rationale & Efficacy of Group Therapy - Motivations to Join - Group Ethics & Confidentiality	<u>Required</u> Article(s): Moos, 2007 TIP41: Chapter 1 <u>Supplement</u> - <i>Gladding: CH1</i> - <i>Adams & Galanes: CH1</i>
Monday 2/10	- Factors Influencing Group Dynamics - Physical vs Ecological Variables	<u>Required</u> Article(s): Macnair-Semands et al., 2000 TIP41: Chapter 2 <u>Supplement</u> - <i>Gladding: CH2</i> - <i>Adams & Galanes: CH2</i>
Monday 2/17	NO CLASS – COLLEGE CLOSED	
Monday 2/24	- Group Therapy Relationships - Leadership Styles & Functions - Group Member Roles & Functions	ASSIGNMENT DUE: Reaction Paper #1 <u>Required</u> Article(s): Harper et al., 2012; Wright, 2004 TIP41: Chapter 6 <u>Supplement</u> - <i>Gladding: CH3</i> - <i>Adams & Galanes: CH10</i>

Monday 3/2	<ul style="list-style-type: none"> - Defining Diversity in Groups - Race/Ethnicity/Culture - Gender/Sexuality 	<u>Required</u> Article(s): Castro et al., 2002; Sugarman et al., 2016 <u>Supplement</u> - Adams & Galanes: CH6
Monday 3/9	<ul style="list-style-type: none"> - Diversity of Learning Styles (in Group Therapy) - Benefits & Challenges of Diverse Groups - Leadership in Diverse Groups 	<u>Required</u> Article(s): van Doorn et al., 2012; Resnicow, 2000 <u>Supplement</u> - Gladding: CH8
Monday 3/16	<ul style="list-style-type: none"> - Verbal Communication - Nonverbal Communication - Face-to-Face vs Virtual Communication in Groups 	<u>Required</u> Article(s): Foley et al., 2010; Pincus et al., 2005 <u>Supplement</u> - Adams & Galanes: CH3 & CH4
Monday 3/23	<ul style="list-style-type: none"> - Creative & Critical Thinking in Groups - Avoiding Groupthink - Brainstorming Techniques 	ASSIGNMENT DUE: Journal Article Review Post Groups for Final Paper/Presentation <u>Required</u> Article(s): Hornsey et al., 2009 TIP41: Chapter 4 <u>Supplement</u> - Gladding: CH9 - Adams & Galanes: CH7
Monday 3/30	<ul style="list-style-type: none"> - Types of Problems in Groups - Problem-Solving Techniques - Conflict Management 	<u>Required</u> Article(s): Kuhn et al., 2000 TIP41: Chapter 7 <u>Supplement</u> - Gladding: CH10 - Adams & Galanes: CH8 & CH9
Monday 4/6	<ul style="list-style-type: none"> - Stages of a Group - Becoming a Group - The Transition Period 	ASSIGNMENT DUE: Outline <u>Required</u> Article(s): DiClemente et al., 2004; TIP41: Chapter 3 <u>Supplement</u> - Gladding: CH4 & CH5 - Adams & Galanes: CH5

Monday 4/13	NO CLASS – COLLEGE CLOSED	
Monday 4/20	<ul style="list-style-type: none"> - Stages of a Group - The Transition Period - Termination of a Group 	ASSIGNMENT DUE: Reaction Paper #2 <u>Required</u> Article(s): Asian, 2016 TIP41: Chapter 5 <u>Supplement</u> - <i>Gladding: CH6 & CH7</i>
Monday 4/27	<ul style="list-style-type: none"> - 12 Step Process - Relapse Prevention & Treatment 	<u>Required</u> Article(s): Ludwig, 2013; McCaul et al., 2010 TIP41: Chapter 7
Monday 5/4	<ul style="list-style-type: none"> - Presentations of Proposed Substance Abuse Groups 	ASSIGNMENT DUE: Final Paper* <ul style="list-style-type: none"> - Discuss Strategies & Techniques - Constructive Feedback & Open Dialogue
Monday 5/11	<ul style="list-style-type: none"> - Presentations of Proposed Substance Abuse Groups 	ASSIGNMENT DUE: Final Paper* <ul style="list-style-type: none"> - Discuss Strategies & Techniques - Constructive Feedback & Open Dialogue

*If you are presenting on Monday, 5/4, your final paper will be due Monday, 5/11. If you are presenting on Monday 5/11, your final paper will be due on Monday, 5/4.

Required Readings

- Aslan, M. (2016). Existence or Non-Existence of a Therapist in Group Counseling and Stages of the Group Development with Variant Characteristics Occurring Throughout the “Breakfast Club.” *European Journal of Language and Literature*, 2(1), 144–148.
- Castro, F., Alarcón, E. (2002). Integrating Cultural Variables into Drug Abuse Prevention and Treatment with Racial/Ethnic Minorities. *Journal of Drug Issues*, 32(3), 783–810.
- DiClemente, C., Schlundt, D., Gemmell, L. (2004). Readiness and Stages of Change in Addiction Treatment. *The American Journal on Addictions*, 13(2), 103–119.
- Foley, G. N., & Gentile, J. P. (2010). Nonverbal Communication in Psychotherapy. *Psychiatry (Edgmont)*, 7(6), 38–44.
- Harper, M., Cole, P. (2012). Member Checking: Can Benefits Be Gained Similar to Group Therapy. *The Qualitative Report*. 17(2), 510-517.
- Hornsey, M., Dwyer, L., Oei, T., & Dingle, G. (2009). Group Processes and Outcomes in Group Psychotherapy: Is It Time to Let Go of “Cohesiveness”? *International Journal of Group Psychotherapy*, 59(2), 267–278.
- Kuhn, T., Poole, M. (2000). Do conflict management styles affect group decision making? Evidence from a longitudinal field study. *Human Communication Research*, 26(4), 558–590.
- Ludwig, F., Moggi, F., Strik, W., Tadayon-Manssuri, E. (2013). Self-Efficacy as a Predictor of Outcome After Residential Treatment Programs for Alcohol Dependence: Simply Ask the Patient One Question! *Alcoholism: Clinical and Experimental Research*, 37(4), 663-667.
- Macnair-Semands, R., & Lese, K. (2000). Interpersonal Problems and the Perception of Therapeutic Factors in Group Therapy. *Small Group Research*, 31(2), 158–174.
- McCaul, M., Svikis, D., Moore, R. (2001). Predictors of outpatient treatment retention: Patient versus substance use characteristics. *Drug and Alcohol Dependence*, 62(1), 9–17.
- Moos, R. (2007). Theory-based active ingredients of effective treatments for substance use disorders. *Drug and Alcohol Dependence*, 88(2), 109–121.
- Pincus, D., Guastello, S. (2005). Nonlinear Dynamics and Interpersonal Correlates of Verbal Turn-Taking Patterns in a Group Therapy Session. *Small Group Research*. 36(6), 635-677.
- Resnicow, K., Soler, R., Braithwaite, R., Ahulwalia, J., Butler, J. (2000). Cultural sensitivity in substance use prevention. *Journal of Community Psychology*, 28(3), 271-290.
- Sugarman, D., Wigderson, S., Iles, B., Kaufman, J., Fitzmaurice, G., Hilario, E., Robbins, M., Greenfield, S. (2016). Measuring affiliation in group therapy for substance use disorders in

the Women's Recovery Group study: Does it matter whether the group is all-women or mixed-gender? *The American Journal on Addictions*, 25(7), 573–580.

van Doorn, K., McManus, F., & Yiend, J. (2012). An analysis of matching cognitive-behavior therapy techniques to learning styles. *Journal of Behavior Therapy and Experimental Psychiatry*, 43(4), 1039–1044.

Wright, F. (2004). Being Seen, Moved, Disrupted, and Reconfigured: Group Leadership from a Relational Perspective. *International Journal of Group Psychotherapy*, 54(2), 235–250.